

Victoria Road Primary School Pupil premium strategy statement

School overview

Metric	Data
School name	Victoria Road Primary School
Pupils in school	230
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£102,220
Academic year or years covered by statement	2021-24
Publish date	01 October 2021
Review date	01 September 2022
Statement authorised by	Emma Roberts
Pupil premium lead	Rebecca Shutt
Governor lead	Hilary Moss

Disadvantaged pupil progress scores for last academic year

Measure for disadvantaged	School Score	National Score (like for like)
Reading	+1.43	-0.62
Writing	+1.55	-0.50
Maths	+0.69	-0.71

KS1 Disadvantaged pupil performance overview for last academic year

Measure for disadvantaged	School Score	National Score (like for like)
Reading expected + standard	78%	78%
Reading high standard	22%	28%
Writing expected + standard	78%	73%
Writing high standard	22%	17%
Maths expected + standard	78%	79%
Maths high standard	11%	24%
Y1 Phonic check	100%	84%
Year 2 Phonic check	100%	

KS2 Disadvantaged pupil attainment performance overview for last academic year

Measure for disadvantaged	School Score	National Score (like for like)
Reading expected standard	38%	62%
Reading high standard	6%	17%
Writing expected standard	63%	68%
Writing high standard	6%	11%
Maths expected standard	50%	67%
Maths high standard	6%	16%
RWM expected standard	31%	51%
RWM high standard	6%	5%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver reading, writing and maths. This will ensure the gaps between school score and national at the higher standard in maths KS1 is diminished. Also, the gaps between school score and national in reading, writing and maths at both expected and higher standard is diminished.
Priority 2	Work with St Helen's Teaching School Alliance and purchase relevant resources. This will ensure the gaps between school score and national at the higher standard in maths KS1 is diminished. Also, the gaps between school score and national in reading, writing and maths at both expected and higher standard is diminished.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£ 7,903

Teaching priorities for current academic year

Aim	Target	Target date
Improve attainment at GDS in Maths in KS1.	Achieve higher % of children at GDS KS1 maths.	Sept 22
Improve attainment at Expected and GDS in reading, writing and maths in KS2.	Achieve higher % of children at Exp and GDS KS2 reading, writing and maths.	Sept 22
Improve combined attainment % at	Achieve at least national	Sept 22

Expected and GDS in KS2.	combined % at Expected and GDS at KS2.	
Other	Monitor attendance of disadvantaged pupils (95.08%) to be in-line with non- disadvantaged pupils average (96.27%)	Sept 22

Targeted academic support for current academic year

Measure	Activity
Priority 1	St Helen's Teaching Alliance to provide staff training in reading, writing and maths to improve standards across the school. National College to provide whole staff training.
Priority 2	Purchase Lexia programme to improve reading progress and attainment at KS2. Purchase Third Space Learning 1:1 maths intervention to improve maths at KS2 Small group interventions for disadvantaged pupils falling behind age-related expectations in reading, writing and maths carried out. Buy and embed Reading Planet to support reading across the school. Purchase Rising Star Maths Intervention to improve maths across the school. IDL literacy and Numeracy Buy and embed TT Rockstars and number bots – across the whole school to increase fluency and conceptual understanding. Purchase Speech and language links to improve oracy and develop writing.
Barriers to learning these priorities address	Catch up interventions with TA's
Projected spending	£75,300

Wider strategies for current academic year

Measure	Activity
Priority 1	Purchase EWO service, training of pastoral care TA in Desty and Art therapy, mentors and mental health.
Priority 2	Buy enrichment services – gospel singing, guitar, samba drumming, cultural trips, visiting companies and Y6 residential.
Barriers to learning these	Improving attendance and readiness to learn for the

priorities address	most disadvantaged pupils, provide uniform and snack.
Projected spending	£19,220

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders. Moderation activities both in school and out.
Targeted support	Ensuring enough time for school TAs and teachers to support small groups and individuals	Training for TA's on interventions and quality provision. Constantly reviewing data and worked produced to analyse the impact (re-prioritise)
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO, pastoral team, early help team and social services to provide pro-active support, challenge and intervention. Meet basic needs of all children – ensuring they feel safe and secure at school. Raise profile of mental health and encourage all staff and children to talk about feelings.

Review: last year's aims and outcomes: Reviewed July 2021

Aim	Outcome
<p>EYFS greater % of disadvantaged pupils achieving GLD Higher % of disadvantaged pupils in KS1/2 achieving EXP/GDS. Disadvantaged children identified on Speech and language links make progress throughout the year.</p>	<p>No data due to interruptions in learning due to COVID.</p>
<p>KS2 disadvantaged children's scaled score is higher KS 2 disadvantaged children's progress score is higher. Higher % of disadvantaged children achieving combined.</p>	<p>No data due to interruptions in learning due to COVID.</p>
<p>That attendance and punctuality does not impact on pupil premium child's progress and attainment.</p>	<p>No evidence due to interruptions in learning due to COVID.</p>